

- **SFY 2005**

***“Perception of Barriers and Coping-Efficacy as Determinants of Readiness for Transition to Adulthood among Older Youth in Foster Care,”*** Glenda S. Clare, Ph.D. dissertation, The College of William and Mary, Williamsburg, VA, 2006. Little is known about the effectiveness of programs to prepare youth aging out of foster care for the transition to adulthood. Research results indicate that participation in life skills training does not always provide adequate preparation for independent living. This study sought to investigate whether the perception of barriers and coping-efficacy was related to the acquisition of effective life skills as a precursor to the transition to adulthood by older youth in foster care. A sample of 160 transitioning, older foster youth (aged 18 and older) who either viewed the Foster Club website or were recruited by a foster care program participated in the study, completing three instruments. Three research questions were examined: 1) Is there a relationship between the perception of barriers (based upon the Perception of Barriers Scale) and The Ansell-Casey Life Skills Assessment (ACLSA), Short Form scores of older youth in care transitioning to adulthood? 2) Is there a relationship between levels of coping-efficacy (based upon the Coping with Barriers Scale) and ACLSA scores of older youth in care transitioning to adulthood? 3) Are relationships between the scores on the dependent variable (ACLSA) and independent variables (perception of barriers and coping-efficacy) different based on age, gender, or time in foster care? Relationships were found between the perception of fewer barriers, coping efficacy, and ACLSA scores. Participating youth who perceived no or fewer barriers completed high school and were enrolled in the Chafee Education Training and Vouchers Program. They are seemingly successful in the transition process. They have higher-level life skills and coping efficacy, resulting in more confidence in their ability to overcome barriers when encountered. Further, relationships between the perception of barriers, coping efficacy, and ACLSA scores were not significantly affected by age, gender, or time in foster care placement of the participating youth.

***“Investing in Virginia’s Children Sub-grant: Early Childhood Partnership”***

In mid-March 2005, three local/regional partnerships consisting of public and private sector agencies were each awarded \$500,000 under the Investing in Virginia’s Children sub-grant. Each sub-grantee raised \$250,000 in matching funds. The funds were awarded to plan, develop, establish, expand, or improve the quality of child care for young children. The sub-grant period ended on June 30, 2007.

**1. SCHOOL READINESS COLLABORATIVE** (sub-grantee was Fairfax County Office for Children, [www.fairfaxcounty.gov/ofc/](http://www.fairfaxcounty.gov/ofc/), then click on “School Readiness Collaborative”)

- Developed and trained on 40-hour School Readiness Certificate program, with 85 providers receiving a certificate.
- Offered additional training on school readiness for 55 Spanish-speaking providers and 19 directors.
- Provided on-site technical assistance and support to 28 providers, which aided in increased environmental rating scale scores (1-7 scale from inadequate to excellent). Center staff scores increased on average from 5.38 to 6.5, and family

- home provider scores increased on average from 4.55 to 6.42. These scores indicate a move from good toward excellent.
- Developed and distributed its early learning guidelines document (expectations about how young children learn and how caregivers can support their development) and trained 37 participants.
  - Supported 4 School Readiness Teams to plan experiences between child care programs and schools, so that children and their families experience smooth transitions to kindergarten.
  - Held or assisted with:
    - Launch of the School Readiness Network;
    - 4 library events for 104 children, 70 parents and 3 providers;
    - School Readiness Symposium for 285 participants; and
    - 4 programs for principals to welcome 113 children and 90 adults to school.
- 2. SMART BEGINNINGS, SOUTH HAMPTON ROADS** (sub-grantee was Child and Family Services of Eastern Virginia, [www.smartbeginningsshr.org](http://www.smartbeginningsshr.org))
- Provided consultation to 83 providers on the Professional Development Career Advancement Lattice. Within 6 months, providers took an average of 31 hours of ECE (early childhood education)/CD (child development) coursework with a single consult and 18 hours of ECE/CD coursework with multiple consults. Providers receiving consultation provided care to approximately 1676 children.
  - Provided on-site consultation, mentoring and support to 28 providers, which aided in increased environmental rating scale scores (1-7 scale from inadequate to excellent). Center staff scores increased on average from 4.26 to 5.42, and family home provider scores increased on average from 3.58 to 5.63. These scores indicate a move from minimal/good to slightly beyond good. These providers cared for approximately 923 children.
  - Developed and distributed the following materials:
    - 5,000 brochures about its economic and workforce studies;
    - 5,000 Professional Development Career Advancement Lattices;
    - 40,000 Community Connections Resource Guides;
    - 25,000 “I Want to be Ready” (for school) brochures.

Providers’ review of the career lattice increased interest in taking ECE/CD training/courses. A substantial portion of providers had enrolled in additional workshops or courses since receiving the career lattice. A majority of providers who indicated having received the community resource guide shared information in the guide with parents.
  - Developed material for a public awareness campaign and launched 5 community technical assistance grants.
  - Increased its 36-member coalition to 400+ members. Nine committees and task forces worked in partnership and through consensus to accomplish initiatives, including establishment of early childhood degree articulation agreements, such as the 3+1 agreement between Tidewater Community College and Norfolk State University.

3. **KIDS FIRST COALITION** (sub-grantee was Child Development Resources serving Williamsburg, James City and York Counties, [www.cdr.org](http://www.cdr.org), then click on “Kids First Coalition”)
- Partnered to offer 5 community college courses, with 94 providers completing the courses.
  - Offered 19 training events for 294 participants and a monthly training series for 13 directors, resulting in an 11% increase in knowledge.
  - Promoted voluntary registration of family home providers, with 17 providers completing registration.
  - Provided on-site technical assistance and support to 14 child care programs, which aided in increased environmental rating scale scores (1-7 scale from inadequate to excellent). Center-based program scores increased 1 point on average, and family home provider scores increased 3 points on average. These programs provided care to approximately 1200 children.
  - Developed and distributed 1500 copies of a transition manual for school readiness and 500 copies of an English/Spanish resource guide.
  - Held 4 community leader events, with 375 people in attendance.
  - Increased Steering Committee membership from 17 to 32 members, with 30 auxiliary partners.